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ABSTRACT

Brief annotations of currently available instruments appropriate for use with Spanish-speaking children are presented. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are given. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the tests which indicates the ages for which each is considered suitable is also included. (CK)

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HEAD START

TEST COLLECTION REPORT

TESTS FOR SPANISH-SPEAKING CHILDREN

An Annotated Bibliography

TM 000 888

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TESTS FOR SPANISH-SPEAKING CHILDREN

An Annotated Bibliography

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INTRODUCTION

This annotated bibliography attempts to list currently available instruments appropriate for use with Spanish-speaking children. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are provided. Culture-free or -fair and non-language tests, tests in English with norms for Spanish speakers, and tests which have merely been translated from English to Spanish are excluded.

The instruments described were found through a search of *Research in Education*, the *Current Index to Journals in Education*, and among the documents held by the Test Collection or Head Start Test Collection of Educational Testing Service.

The grade table on pages 3-4 lists the tests alphabetically, indicates the grades for which each instrument is considered suitable, and gives the page on which each annotation appears.

The main descriptive section conforms to normal bibliographic practice in listing the tests alphabetically by first author, followed by the test title, the source from which the instrument may be obtained, and the copyright date (indicated by a small c). The absence of a copyright date is not intended to suggest that the instrument is uncopyrighted.

The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Certain terminology and ground rules used in preparing the bibliography are explained below.

A. Test Title

Sometimes an instrument does not appear to have an "official" identifying label. In such cases, an appropriate name has been provided. When a measure is known by more than one name, the alternatives are indicated.

B. Age/Grade Range

The range should be considered as a guide only. Listed here is the age/grade range for which the measure is intended (as stated by the author), or the range from which data was obtained. However, a number of the instruments probably could readily be adapted for younger children, or for older children who are functioning below their chronological ages. Hence, the age/grade ranges listed may well be arbitrary and should not necessarily be viewed as ultimate limits.

C. Forms

If forms are not mentioned in an annotation, only one form of the test is available. Any variations are noted.

D. Timing

An instrument may be described as "timed," "untimed," or "paced." The latter means that the examiner reads the instructions and items to the examinee. When available, the approximate time required for administration is indicated.

E. Scoring

Unless otherwise indicated, scores are derived directly from the responses of the subject, usually by a summative process. The great majority of the tests are hand scored; any variations are noted.

F. Technical Data

In this area, only the kinds of norms available and the types of studies performed are reported. The content, results, and quality of the studies made are not indicated. If a reader finds a test of interest, he should examine the technical report in detail to determine whether that particular test is appropriate for his purposes.

Reliability studies show whether an instrument gives consistent results. Intra-scorer or intra-examiner reliability is the correlation between the results obtained when a single examiner scores the same set of tests more than once. Inter-scorer or inter-examiner reliability is the correlation between the results obtained when different examiners score the same set of tests. Odd-even, split-half, Kuder-Richardson 20, Kuder-Richardson 21, and Spearman-Brown correlations are all measures of internal consistency. A test-retest study indicates that the same form of the same test has been administered to the same group of examinees at two different times and the result correlated. When parallel forms of the same test have been given to a group of examinees and the results correlated, the correlation is called parallel form or inter-form reliability.

Validity studies indicate whether an instrument measures the skills, abilities, competencies, or traits which it purports to measure. One type of validity is concerned with the appropriateness of the test items for such measurement, according to some definition; for example, a statement of instructional objectives, the psychological definition of a concept, etc. Such validity is called content or construct validity. Another type of validity is determined by the correlation between the scores on an instrument and some other external measure of the same quality or attribute. For example, in a concurrent validity study the results of two measures taken on the same group of examinees at approximately the same time are correlated; in a predictive validity study the scores from a given test are correlated with those of a different measure taken at a later date.

GRADE TABLE

	Pre	K	1	2	3	Pg.
Baranquilla Rapid Survey Intelligence Test					x	5
Cooperative Inter-American Tests: Tests of General Ability, Primary			x	x	x	7
Cooperative Inter-American Tests: Tests of Reading, Primary Level			x	x	x	8
Inter-American Series: Comprehension of Oral Language		x	x			6
Inter-American Series: Tests of General Ability, Preschool Level	x	x				7
Inter-American Series: Tests of General Ability, Level 1, Primary			x			7
Inter-American Series: Tests of General Ability, Level 2, Primary				x	x	7
Inter-American Series: Tests of Reading, Level 1, Primary			x	x		8
Inter-American Series: Tests of Reading, Level 2, Primary				x	x	8
Inter-American Series: Tests of Reading and Number					x	8
Junior Eysenck Personality Inventory			x	x	x	5
Linguistic Capacity Index			x	x	x	5
Lorge-Thorndike Intelligence Tests		x	x	x	x	6
Puerto Rican Collective Test of Mental Ability			x	x	x	10
Short Test of Educational Ability		x	x	x	x	11
Test of Basic Arithmetic Skills, Primary Level				x	x	10
Test of Basic Reading Skills, Primary Level			x	x	x	11

GRADE TABLE (Continued)

	Pre	K	1	2	3	Pg.
Test of Basic Skills in English			x	x	x	11
Walker Readiness Test for Disadvantaged Preschool Children	x					9
Wechsler Intelligence Scale for Children		x	x	x	x	10
Zip Test			x	x	x	9

TEST CLASSIFICATION

	Pg.
Ability Tests	
Inter-American Series	
Tests of General Ability, Preschool Level	7
Level 1, Primary	7
Level 2, Primary	7
Puerto Rican Collective Test of Mental Ability[1]	10
Short Test of Educational Ability	11
Walker Readiness Test for Preschool Disadvantaged Children	9
Zip Test	9
Achievement Tests	
Inter-American Series	
Comprehension of Oral Language	6
Tests of Reading, Level 1, Primary	8
Level 2, Primary	8
Tests of Reading and Number	8
Linguistic Capacity Index	5
Test of Basic Arithmetic Skills[2]	10
Test of Basic Reading Skills[3]	11
Test of Basic Skills in English	11
Intelligence Tests	
Baranquilla Rapid Survey Intelligence Test	5
Lorge-Thorndike Intelligence Tests	6
Wechsler Intelligence Scale for Children	10
Personality Tests	
Junior Eysenck Personality Inventory	5

English translation of:

[1]Prueba Colectiva Puertorriquena de Capacidad Mental
[2]Prueba de Destrezas Basicas en Arithmetica
[3]Prueba de Destrezas Basicas en Lectura

Brengelman, F. H., & Manning, J. C., *Linguistic Capacity Index.*

From: Southwest Educational Development Laboratory, 800 Brazos, Austin, Texas (c1964).

Based on a contrastive analysis of English and Spanish grammar and phonology, the *LCI* is intended for use with primary grade children whose native language is Spanish. The instrument consists of three sections of twenty items each. Vocabulary Recognition measures recognition of noun, verb, preposition, and adjective forms. Contrastive phonology assesses the child's ability to distinguish pairs of sounds contrasted in English but not in Spanish. Contrastive Grammar measures the child's understanding of English function words, word order, and inflectional constructions which do not correspond to semantically similar constructions in Spanish. The test should be administered in small groups and requires approximately 35 minutes for completion. The examiner should be a native speaker of English. *LCI* yields a raw score and percentile rank which reveal an individual child's level of language proficiency. Item analysis within each section will reveal specific weakness areas for language instruction. Norms are not provided in the manual. However, the test was constructed for and with Spanish-speaking children. Reliability and validity data is unavailable.

Francisco del Olmo, *Baranquilla Rapid Survey Intelligence Test.*

From: Psychological Corporation, 522 Fifth Avenue, New York, N. York (c1956-58).

An easily administered intelligence test for use with students completing Grade 3 and adults with primary level education who speak Spanish. Administration requires ten minutes. Directions are in Spanish. The test was administered to students in Argentina, Columbia, Uruguay, and Venezuela. Venezuelan norms, percentile and grade, are provided in the manual. Reliability and validity data is not available.

Eysenck, S. B., *Junior Eysenck Personality Inventory (I.P.E. Juvenil).*

From: Educational and Industrial Testing Service, Box 7234, San Diego, California (c1965-68).

Designed to measure the two major personality variables of neuroticism or emotionality and extroversion-introversion in children. The scale is an extension of the Maudsley Personality Inventory for adults. The instrument consists of a series of probing questions to which the child responds affirmatively or negatively. There are parallel editions in English and Spanish. Norms and psychometric data for the Spanish edition are available in a separately published report.

Lorge, I., & Thorndike, R. L., *Lorge-Thorndike Intelligence Tests, Primary Level.*

From: Houghton Mifflin Company, The Riverside Press, Cambridge, Boston, Massachusetts (c1954).

These group tests of abstract intelligence employ pictorial materials and oral instructions, in both English and Spanish. Level 1 is for use with children in Kindergarten and Grade 1; Level 2 is for use with Grades 2 and 3. Both levels are available in two equivalent forms to permit retesting. The instrument consists of three subtests, Oral Vocabulary, Cross-Out, and Pairing, each requiring less than ten minutes for administration. However, the test is untimed and the administrator adjusts the pace to the students. The nature of the test obviates reading ability. Four types of norms and psychometric data are provided in the manual, which states that use of English norms for the Spanish version is only slightly less reliable than their use with the English version.

Manuel, H. T., *Inter-American Series.*

From: Guidance Testing Associates, 6316 Shirley Avenue, Austin, Texas 78752 (c1966).

Includes Tests of General Ability and Tests of Reading at five levels ranging from Grade 1 through high school, each in two forms with parallel English and Spanish editions. There is also an individually administered Preschool Test of General Ability in both English and Spanish. The two editions have similar content.

The tests can be used in schools with both English and Spanish-speaking students. Each child can be tested in his native language and the scores will be comparable. In addition, they can be used as the basis for comparing the abilities of the same child in the two languages.

Although limited norms, some of which were based on results found by users of the tests and others of which were developed in test construction projects or other research, are presented in the manual, the author recommends the use of regional or local norms prepared by the examiner.

The *Inter-American Series* includes the Cooperative Inter-American Tests (Tests of General Ability and Tests of Reading) which were originally published in 1950 by Educational Testing Service and are now available from Guidance Testing Associates. The new Inter-American Series is in part a revision and extension of these earlier tests.

Comprehension of Oral Languages

Specifically designed to assist in the appraisal of a child's language ability in the early stages of formal instruction, this test estimates his ability to understand words and phrases presented orally. Exercises involve marking a picture appropriate to an oral direction. Materials to construct the test

(*Inter-American Series* continues)

Inter-American Series (continued)

were drawn from the Test of General Ability, Level 1, Form DE, and the Primary Test of Reading, Form DE. The instrument is available in parallel English and Spanish editions, and is intended for research use. Psychometric data is not available.

Tests of General Ability

Designed to estimate academic ability in general. They are not a measure of general intelligence. At the preschool and primary levels, oral vocabulary and simple numerical items yield a Verbal-Numerical subscore, and exercises requiring the recognition of relationships presented through drawings yield a Nonverbal subscore. At Levels 3-5 the subtests consist of exercises in three general areas: Verbal, Nonverbal, and Numerical.

Preschool Level

A measure of general ability for children aged 4 and 5. The test consists of four types of exercises: Oral Vocabulary and Number (Verbal-Numerical Score), and Association and Classification (Nonverbal Score). As a series of pictures are presented, the child responds non-verbally according to oral instructions. Half of each exercise type should be used individually in testing periods on two different days. The test is for experimental use while more extensive interpretive materials are being prepared. Parallel editions in English and Spanish are available. Use of local norms in the interpretation of the scores is recommended. Reliability data is provided in the manual.

Level 1, Primary

Designed as a measure of general mental ability and readiness for first grade level work. The test consists of four parts: Oral Vocabulary (language ability), Number (numerical ability), Association, and Classification (nonverbal ability). Writing ability is not necessary since the child responds by marking a drawing. The test should be administered in two testing periods. Both the long and short forms are available in parallel English and Spanish editions. Use of both forms at a 3 to 4 week interval may provide a more comprehensive measure.

Level 2, Primary

Designed to measure general mental ability of children aged 7 and 8. The test consists of four parts: Oral Vocabulary (language ability index), Number (numerical ability index), Classification, and Analogies (nonverbal score). The test is similar to Level 1 in the use of pictures and simple problems, and should also be administered in two testing periods.

(*Inter-American Series* continues)

Inter-American Series (continued)

Tests of Reading

Designed to measure both Comprehension and Vocabulary. At levels above Grade 1, comprehension is measured by the two subtests Speed of Comprehension and Level of Comprehension. In addition to measuring reading achievement, these scores also estimate the ability to do school work in other areas where reading ability is related to achievement. This test also allows direct comparisons of achievement in reading Spanish and English, and is especially useful in conjunction with the Tests of General Ability.

Level 1, Primary

Assesses the reading ability of children in the second semester of Grade 1 and the beginning of Grade 2 (ages 6-7). The test consists of two parts, Vocabulary and Comprehension, the scores of which are combined to yield a Total Reading Score. The exercises involve the selection of one of four pictures to which a word, sentence, or paragraph refers. The test, which needs no training for administration, requires 18 minutes for completion. Parallel English and Spanish editions are available.

Level 2, Primary

Designed to assess the reading ability of children in the second semester of Grade 2 and Grade 3 (ages 7-8). The test consists of three parts: Level of Comprehension, Speed of Comprehension, and Vocabulary. The combined scores of parts one and two yield a Comprehension Score, and the sum of the scores is the Total Reading Score. Comprehension exercises involve the selection of one of four pictures to which a word or phrase refers, while Vocabulary exercises involve choosing one of four words which names a picture. Administration takes 23 minutes and requires no training. Parallel English and Spanish editions are issued.

Test of Reading and Number

Designed as an achievement measure of basic skills in reading and simple numerical operations at the end of Grade 3 and the beginning of Grade 4. Both the Reading and Number sections of the test consist of two parts. Test is timed and administration requires 34 minutes. Parallel English and Spanish editions are issued. This is an experimental edition and psychometric data is not available.

Scott, Norval C., *Zip Test.*

From: ASIS National Auxiliary Publications Service, c/o CCM Information Sciences, Inc., 866 Third Avenue, New York, New York 10022 (NAPS document #00770).

Designed to locate quickly and accurately the instructional level at which a migrant child can effectively use a math book and a reader, and to indicate his ability to conceptualize verbally in the English language. The test should not be used for chronological grade placement. Administration is conducted individually and requires no training. Most directions are in both English and Spanish. The test is in three sections: Language Facility, Reading, Mathematics, and should be administered in that order. The test is highly reliable and demonstrates content, concurrent, and construct validity. Norms are not available. However, the test was constructed for and with migrant children, many of whom were Spanish-speaking.

Walker, W., *Walker Readiness Test for Disadvantaged Preschool Children.*

From: Regional Research Program, 601 E Street, Kansas City, Missouri 64106.

A copy of the instrument may be examined in ED 037 253, available from ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014.

A nonverbal instrument designed to assess a child's readiness to enter public school programs. Two forms are available. Form A identifies areas of weakness and facilitates the establishment of individual remedial programs. Form B, administered some time after Form A, assesses the efficiency of the program used and the child's progress. Both forms have 50 multiple choice items and are arranged into four parts: Likenesses, Differences, Numerical Analogies, and Missing Parts. Instructions are in Spanish, English, and French. For each item, the child selects the correct answer from four pictures. The test is individually administered and training is not necessary. Norms are provided. There are no separate Spanish norms, but the two forms of the test were administered in Head Start and Day Care Centers to a total of 11933 children, some of whom were Spanish-speaking.

Wechsler, David, *Wechsler Intelligence Scale for Children (Escala de Inteligencia Wechsler Para Ninos).*

From: Psychological Corporation, 522 Fifth Avenue, New York, New York, or Department of Instruction, San Juan, Puerto Rico.

This Spanish edition of *WISC* is appropriate for children aged 5 to 15. It should be individually administered by a trained examiner. The instrument consists of 12 tests divided into two subgroups. The Verbal scales include General Information, General Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span. The Performance scales include Picture Completion, Picture Arrangement, Block Design, Object Assembly, and Coding or Mazes. Ordinarily, ten of these tests are administered. Digit Span and Mazes (or Coding) may be used as supplementary or alternative tests. Intelligence Quotients, obtained by comparing each subject's performance with scores of individuals in a single age group, are utilized. Norms, standardization and reliability data, and directions for computing and interpreting Scaled Scores and IQ Tables are presented in the manual. Directions should be followed explicitly. Spanish norms are the result of administration to students in San Juan, Santurce, and Cantano.

- - -, *Prueba Colectiva Puertorriquena de Capacidad Mental (Puerto Rican Collective Test of Mental Ability).*

From: Evaluation Division, Department of Public Instruction, Hato Rey, Puerto Rico.

This instrument consists of a series of pictorial items which the subject marks according to oral instructions, thus no reading ability is required. Primary Level is for use with Grades 1 through 3 and is available in two equivalent forms. There are three subtests: Verbal, Perception, and Quantitative. Approximately 50 minutes is required for administration. Norms are presented in percentile, age, and grade forms. The test is only available in Spanish, and psychometric data is not available.

- - -, *Prueba de Destrezas Basicas en Arithmetica, (Test of Basic Arithmetic Skills) Primary Level.*

From: Office of Evaluation, Department of Public Instruction, Hato Rey, Puerto Rico.

Assesses the arithmetic abilities of children in Grades 2 and 3. The two parts of the test encompass a variety of fundamental arithmetic problems. Instructions are in Spanish. Norms are not available. However, the test was developed in Puerto Rico for Spanish-speaking children. Reliability and validity data is not provided.

- - -, *Prueba de Destrezas Basicas en Lectura (Test of Basic Reading Skills) Primary Level.*

From: Office of Evaluation, Department of Public Instruction, Hato Rey, Puerto Rico.

Evaluates the fundamental reading abilities of children in Grades 1 through 3. The three parts include Word and Letter Recognition, Word Meaning, and Comprehension. Both the oral instructions and the test are in Spanish. The test requires approximately one hour for administration, with several sections untimed. Norms are not available in the manual. However, the test was developed in Puerto Rico for and with Spanish-speaking children. Reliability and validity data is not provided.

- - -, *Short Test of Educational Ability.*

From: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (c1966).

Designed to reliably estimate educational ability. Test contains five subtests, including What Would Happen If, How Would You, Spatial Relations, Verbal Meanings, and Number Series. Level I is appropriate for Grades K-1 and consists of subtests 1-3. Level II is for Grades 2-3 and employs subtests 3-5. The test takes approximately 30 minutes to administer and requires no reading by the child. There are parallel editions in English and Spanish. Both editions were administered to children in Grades 1, 3, and 5 in four schools in the Southwest to determine the equivalence of the Spanish edition to the English. However, separate Spanish norms have not yet been developed. The author maintains that English norms may be used for the Spanish edition if the child has an adequate oral understanding of Spanish. Reliability and validity data is not available in the manual.

- - -, *Test of Basic Skills in English.*

From: Division of Evaluation, Department of Education, Hato Rey, Puerto Rico.

Designed to evaluate the performance of children who are in the initial process of learning the different linguistic and cultural patterns of a foreign language (English). The Primary Level is for use with Grades 1-3. Test consists of three parts: Oral Vocabulary, Reading, and Writing. (Grade 1 takes Part I, Grade 2 takes Part I and A and B of Part II, and Grade 3 takes the entire test.) The test is constructed in such a way that as the child accelerates in school, more parts of the test are administered to him. Norms are not available. However, the test was developed in Puerto Rico for and with Spanish-speaking children.